

***SCOIL IÓSAIF NAOFA, DAVITT ROAD, MOUNTMELLICK, CO. LAOIS***

# Behaviour Management

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## Policy and Procedures

*Compiled by Principal and staff, following a staff audit and review and contributions from Teachers, Parents, Pupils and the Board of Management.*

***5/28/2010***

***Reviewed and ratified by BOM in February 2018***

***Updated December 2022***

***The advice of a Barrister qualified in Educational Law, has been sought and included in this policy. The policy was compiled with reference to “Developing a Code of Behaviour: Guidelines for Schools”, issued by ‘The National Educational Welfare Board’, June 2008.***

Scoil Iósaif Naofa is an all-girls school which provides primary education for girls within a Christian and specifically Catholic environment.

### **Ethos of the school**

Scoil Iósaif Naofa is a Roman Catholic school (which is established in connection with the Minister for Education) aims at promoting the full and harmonious development of all aspects of the person of the pupil: Intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people.

The school models and promotes a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ.

The Catholic school provides religious education for the pupils in accordance with the doctrines, practices and tradition of the Roman Catholic Church and promotes the formation of the pupils in the Catholic Faith'.

The patron has defined the school's ethos.

The board's responsibility is to uphold the patron's ethos.

It is a condition of being admitted to the school and remaining in the school, as a pupil, that this ethos is respected.

Families who are not of the Catholic Faith are required to respect the Catholic ethos and undertake not to seek to damage or undermine it.

### **Mission Statement of Scoil Iósaif Naofa**

Scoil Iósaif Naofa is a centre of learning in our community where:

- Through teamwork and by prioritising Catholic and moral values, the uniqueness and dignity of all is celebrated equally,
- Children are enabled to reach their full potential, by developing their innate sense of wonder, creativity and curiosity,
- The dependence of the child is gradually replaced by responsibility for self and society.

Our school promotes the development of a community of faith where a spirit of care and service exist  
Inspired by the:

- Vision of Nano Nagle.
- Gospel values of love, honesty, justice, consideration and responsibility and respect in all its forms ie. Self respect. Respect for peers, staff, parents and other adults. Respect for the safety of all. Respect for the built environment and for the natural environment.

The aims of the Code of Behaviour of Scoil Iósaif Naofa are:

- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.
- To enable teachers to teach without disruption.

## **Implementation**

Every member of the school community has a role to play in the implementation of the Code of Behaviour. Good order is for everyone's benefit. Pupils are the main beneficiaries of a fair and consistently administered code of behaviour.

While we acknowledge parent(s) have primary responsibility regarding the management of their child's behaviour, their co-operation is vital in implementing the school's Behaviour Management Policy and the following related policies which consolidate the Code of Behaviour

a) Suspension and Expulsion b) Health and Safety, c) Staff Safety in the Workplace, d) Attendance, e) Anti-bullying, f) Substance Misuse, g) Critical Incidents h) Medication Administration i) Child Protection j) Homework and other related policies

## **General Guidelines for Positive Behaviour**

1. Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable
2. Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
3. Pupils are expected to take pride in their appearance, to have all books and required materials and to be in the right place at the right time.
4. Pupils are expected to obey a teacher's instructions, to work to the best of their ability and to present assignments neatly.
5. Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

## **School Rules**

Rules will be kept to a minimum, emphasise positive behaviour and will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. They are devised with regard for the health, safety and welfare of all members of the school community. Pupils get a copy of the school rules each year in their school journal. Where difficulties arise, parents will be contacted at an early stage.

## **Core School Rules**

- Have school books, copies and necessary school requisites.
- Comply with our Healthy Lunch Policy.
- No glass bottles, cans, chewing gum, lighters, matches, iPods, MP3 players etc.
- No cycling, skateboarding, games / play on the school campus before 8.45am and after dismissal times.
- Wear the full school uniform and safe footwear. (School tracksuit, safe runners for P.E. days only).
- Present yourself neatly and tidily. Hair tied back without bleach / dye. No make-up. No nail varnish. No tattoos.
- No jewellery allowed except a small pair of matching stud earrings in ear lobes and a watch. No other piercings allowed. Girls will be asked to remove them.
- Comply with the Rules of the Classroom.
- Complete written and oral homework daily and present it signed if requested. Present a written note of explanation if homework is not done / not completed,
- Walk safely – in classroom, cloakrooms, and on stairs. Hold bannister. Keep to the left on stairs and corridors at all times.
- Do not return to a classroom and cloakroom from the yard or the hall, without permission.

- Stay in your assigned area in the yard
- Do not re-enter school building after dismissal without permission from staff.
- Do not play dangerous/ inappropriate games i.e. cartwheels, fast chasing, trains, lifting / swinging others, playing with scarves etc.
- Do not bully any pupil, group of pupils or staff - physically, verbally or emotionally. If you feel unsafe, threatened or bullied, tell staff.
- Extra-curricular activities (e.g. games, travel, trips) are *a privilege and are not a pupil's entitlement*. Pupils are *invited to apply* to go on a trip or to partake in after school activities. The school will decide who goes, based on the pupil's behaviour and work record. A pupil, who persistently refuses to follow instructions by staff or principal, may not be permitted to go (when the safety of a pupil, her peers and staff are a concern).
- Internet use in the school is for educational purposes only, and is supervised closely. Unapproved internet use is transgressing this rule. Cyber bullying will not be tolerated.
- Mobile phones are banned, except in exceptional circumstances. (In such cases, the pupil places her mobile phone in the secretary's office at 8.45 a.m. and collects it at 2.30 p.m. with written parental permission).
- Regardless of the location of input (school or other), nobody should text, transmit, communicate or share material via phone / camera phone, that may damage, undermine or hurt the *name, character and privacy* of a pupil, staff or a board member.
- Regardless of the location of input (school or other), nobody should post material on the internet that may damage, undermine or hurt the *name, character and privacy* of a pupil, staff and board member.
- Do not steal, interfere with, write on or damage other pupil's, staff or school property
- Inappropriate reading materials / unauthorized goods are banned on the school premises
- Possession, consumption or use of drugs, alcohol, tobacco, vapes, aerosols, tippex, solvents, deodorants and dangerous implements on the school campus is banned.

***Please note:***

- 1) Breaches of rules concerning banned items will lead to a confiscation or confiscation for a given time, until the item can be handed over to a parent.
- 2) In very serious circumstances breaches regarding banned items or serious damage to property will lead to serious consequences up to and including suspension for a given time.
- 3) CCTV cameras are in place on the school grounds
- 4) School is not responsible for the loss of property
- 5) The school reserves the right to add / alter these rules as circumstances dictate.

**Before/After School**

Parents are reminded that the staff of the school does not accept responsibility for pupils before official opening time of 8.45 a.m. or after the official closing time of 1.30 p.m. (infants) 2.30 p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the Board of Management.

Pupils involved in such activities are expected to behave in accordance with school behaviour policy during these times. They also apply in any situation where pupils are still the responsibility of the school - school Mass / sacramental preparation / offsite visits / tours / trips / swimming, extra-curricular and after school activities, also the MYFRC's clubs before and after school.

## **Affirming Positive Behaviour**

Positive reinforcement of good behaviour leads to better self-discipline and we place a greater emphasis on rewards and incentives than on sanctions.

The vast majority of pupils attending this school are very well behaved. This is due largely to the steady, positive influence of their parent(s). We expect that each pupil will respect / obey each member of staff.

We as a Staff continue to acknowledge positive behaviour by:

Daily Rewards: Acknowledgement of good behaviour and good work

- A quiet word or gesture to show approval.
- Using the correct symbol on a pupil's work.
- Non verbal affirmation (thumbs up), bualadh bos etc.
- Positive verbal acknowledgement, i.e. 'well done', 'excellent', 'go maith', go hiontach.'
- A comment in a pupil's copy.
- An occasional visit to another member of staff or to the principal for commendation.
- An occasional mention to parent - written or verbal communication.
- Some special responsibility or privilege.
- Star chart, individual class merit awards, point's awards, award stamps and stickers.

Weekly / Term/ Yearly Rewards: some samples of how praise might be given:

- "Golden Time" for the whole class, i.e. privilege time for the pupils to choose their own activities.
- Occasionally no homework/ homework pass
- Special curriculum weekly awards i.e. Gaeilge trophy.
- Yearly Attendance award certificates

## **Discouraging Misbehaviour**

The purpose of sanctions and other strategies is to promote positive and discourage misbehaviour. Sanctions will be applied according to the gravity of the misbehaviour, with due regard to age and emotional development. Sanctions help a pupil to learn about appropriate behaviour.

The focus is on the pupil's behaviour rather than the person. It must be remembered that a child is a child. The pupil will be asked to think about her behaviour in the light of this school's ethos, as explained in an age appropriate way.

Using professional judgement, with reference to the code, a teacher / principal will apply sanctions.

These may include:

- Reasoning with pupil.
- Verbal reprimand including advice on how to improve.
- Temporary separation from peers within class and/or temporary removal to another class.
- Prescribing extra work for eg writing an account of the misbehaviour, why it was wrong and how to make amends.
- Loss of privileges eg Golden Time
- Detention during break.
- Communication with parents.
- Referral to Principal.
- Principal communicating with parents.
- Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000). Please see Policy in full for procedure.

## **Persistent Minor Misbehaviours / Serious Misconduct**

The teacher initially deals with a pupil who persistently refuses to comply with the Core Rules.

The teacher:

Teacher refers to sanctions as above. If sanctions are unsuccessful, after applying sanctions for minor incidents on three occasions, the teacher moves to the additional sanctions:

- Temporary separation to another class or a supervised location in the school.
- Detention

If unresolved i.e. behaviour does not change the teacher seeks the assistance of the following:

The principal and deputy principal:

- Principal and deputy / teacher will evaluate the difficulties and meet with the pupil.
- Principal and deputy will devise strategies to support the pupil / pupils. For eg. Organising a “Buddy” system or playground partners,

If these strategies are unsuccessful, it will lead to a meeting of the, parent, teacher, principal/DP, pupil which could result in

- the parent removing the pupil at break- times lunch/ playtime for a specified period
- Withdrawing a pupil from an outing / trip / tour / extra-curricular games/events
- Refusing a pupil to travel to swimming (where the safety of the pupil, her peers and / or staff is a concern). Alternative arrangements will be made for her during school hours.

If still unresolved the situation will warrant contacting the chairperson:

Principal consults with the chairperson of the board.

- A meeting between parent(s) the principal and the chairperson of the board.
- A meeting between the parents, chairperson and principal
- Where a parent does not give the principal / chairperson an undertaking that the pupil will behave in an acceptable manner, the pupil may have to be suspended for a temporary period, pending a resolution.

When no resolution is found the board is involved

Board of management:

- A meeting between the parents and the board.
- It may also lead to involvement of the gárdaí, welfare board, TUSLA and other agencies.
- It may finally lead to suspension / expulsion.(See Policy)

### ***Please note :***

A single incident of serious misconduct may be grounds for suspension

Pupils will not be deprived of engagement in a Curricular Area, except on the grounds of health/safety  
Staff may record incidents of misbehaviour - see Record Keeping and Data Protection policy.

## **Very Serious Misbehaviours**

Serious sanctions such as suspension or expulsion will be used in the following cases:

- Blatant continuous defiance of school code and when all other procedures have failed.
- Where persistent disruptive behaviour that interferes with the teaching and learning in the class.
- Where behaviour poses a safety risk to pupils and staff:
  - Threatening or actual violent behaviour towards staff or pupils.
  - Possession / supply of banned substances / objects.
  - Serious foul language, verbal abuse to staff.
  - Serious bullying, serious horseplay,

- Inappropriate technology use as outlined clearly in the core rules
- Possession or use of banned substances and materials as outlined in our core rules
- Where a child leaves during school hours without permission
- For serious damage to school property.

The above list is not exhaustive as the board cannot foresee all situations that may arise.

Please see policy on Suspension and Expulsion for full details of procedures.

### **Procedures for unacceptable or banned goods / actions**

(see Core School Rules) will lead to:

- a confiscation of unacceptable or banned goods for a given time.
- a discussion with the individual pupil / parent.
- an arrangement with the parent
- item may be handed over to parent
- item may be given back to pupil at the end of a given time or the end of term.
- serious consequences up to and including suspension for given time,
- Garda involvement – substance misuse, violence, assault, theft, damage, trespassing etc.

### **Persistent Emotional / Behavioural difficulties:**

Procedures:

- Teacher will use the behaviour management strategies in and applies appropriate sequential steps. She will monitor and record the difficulties and inform the principal.
- Principal may need to consult H.S.E. / N.E.P.S. for advice in drawing up a behavioural plan. or actions to be taken
- The pupil may need to be referred for counselling or to a psychologist / the Early Learning centre, (with parental permission).
- The Principal may request the parent to seek a letter of referral from the pupil's doctor to access appropriate services.

While the emotional / behavioural needs of an individual child will be addressed, in so far as resources will allow, due account will also be taken of the needs of the other children and of school staff.

### **Corrective Measures**

Corrective measures are measures to deal with developing positive behaviour and measures to deal with misbehaviour when it occurs:

- The teacher develops the pupils' self esteem, respect and social skills.
- The teacher will help pupils acquire good habits of behaviour.
- S/he raises awareness and give practical advice on how to solve issues that arise in the classroom and in the yard through lessons in curricular areas such as SPHE, Religion etc
- A child will resolve simple disagreements herself, without teacher intervention, as the pupil needs to learn how to solve a simple incident herself.
- The teacher will balance her responsibility to teach the class with the time spent on a child's need for teacher intervention. The teacher will use their discretion.
- School may draw up an individual behavioural plan, when necessary.
- School may apply sanctions as detailed in the policy.

Parent(s) are encouraged to talk in confidence to teachers /HSCL about any significant developments in their child's life, in the past or present, which may affect their child's behaviour.

### **Recognising Differences**

The school will endeavour to accommodate individual differences and abilities of pupils, also pupils with special needs, international pupils and ethnic groups etc. in so far as resources will allow. The teacher will simplify rules to aid comprehension by a pupil.

### **Duty of Care**

In applying any sanction, the duty of care to the pupil is maintained:

- A pupil is appropriately supervised at all times.
- Appropriate arrangements are made to ensure that Child Protection Guidelines are observed.

### **Fair Procedures**

The school will follow fair procedures:

- By investigating the alleged misbehaviour, with all relevant parties, if necessary, keeping in mind the right to be heard and the right to impartiality.
- By the process of decision making.

### **Bullying**

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation and taunting. Bullying will not be tolerated and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy

### **Board of Management's Responsibilities**

- Provide a comfortable, safe environment.
- Support the Principal and staff in implementing the code.
- Ratify the code.

### **Principal's Responsibilities**

- Promote a positive climate in the school.
- Ensure that the Code of Behaviour is implemented in a fair and consistent manner.
- Arrange for review of the Code, as required.

### **Teachers' Responsibilities**

- Support and implement the school's code of behaviour.
- Create a safe working environment for each pupil.
- Recognise and affirm good work.
- Prepare school work and correct work done by pupils.
- Recognise and provide for individual talents and differences among pupils.
- Be courteous, consistent and fair.
- Keep opportunities for disruptive behaviour to a minimum.
- Deal appropriately with misbehaviour.
- Keep a record of instances of serious misbehaviour or repeated instances of misbehaviour.
- Provide support for colleagues.
- Communicate with parents when necessary and provide reports on matters of mutual concern

### **Pupils' Responsibilities**

- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.



- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules; see appendix for sample class rules.

### Parents/Guardians' Responsibilities

Prior to a child's acceptance into the school:

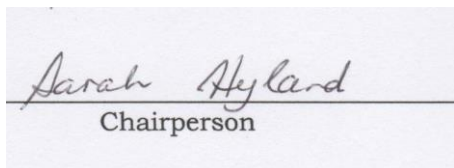
- The parent(s) pledge that they will make all reasonable efforts to ensure compliance by their child with the code. [The Welfare Act, Section 23 (4)],
- The parent(s) sign the "Acceptance Form" indicating that the Code and school ethos is acceptable to them.
- This signed, dated "Acceptance Form" is retained in the pupil's 'Pupil Profile' Folder.

Encourage children to have a sense of respect for themselves and for property.

- Ensure that children attend regularly and punctually: Notes must be supplied to explain absence.
- Be interested in, support and encourage their children's school work.
- Be familiar with the code of behaviour and support its implementation.
- Co-operate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect child's progress/behaviour.
- To read and explain to the pupil the Core Rules in the pupil's school journal yearly.
- To familiarise themselves with Parental Co-Operation Concerning Core School Rules in their child's journal.
- To mend /replace property **deliberately** damaged / marked with pens and to replace books and equipment which are not returned while on loan to the pupil.
- Familiarise themselves with school policies. They are available from the office and on the school's website: [www.stjosephgns.ie](http://www.stjosephgns.ie)

This policy was ratified at the school's Board of Management meeting on 20.2.2018.

Signed



Sarah Hyland  
Chairperson

Date February 20<sup>th</sup>, 2018

Appendix 1.

Please note:

- “the parent(s)” means the parent/s, foster parent/s or guardian/s of the pupil;
- “the school community” means the board, pupils, parents and all staff;
- “the school campus” means the school building and grounds;
- “the patron” means the Bishop of Kildare and Leighlin diocese.
- “N.E.P.S” means the National Educational Psychological Service
- “M.D.A” means the Mountmellick Development Association.

Copies of all school policies are available on request at the school.

Implementation Date: September 1<sup>st</sup> 2018